

**English Language Arts Standards: Language
Grade 3**

Conventions of standard English

Knowledge of language

Vocabulary acquisition and use

STANDARD	PRINT	ELECTRONIC
<p>Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
<p>a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>	<p>TE: Week 1: Race Day, p. 77 TE: Week 6: Aunt Rose’s New Sports Car, p. 229 TE: Week 15: Jason and Jake, p. 144, 147 TE: Week 17: Cattle Caller on the Oregon Trail, p. 207, 208 TE: Week 17: One Gold Finger, p. 220 TE: Week 21: China’s Treasure, p. 310 TE: Week 21: Not Exactly, p. 328 TE: Week 31: Who Was Benjamin Franklin, p. 267 TE: Week 30: Waterworks, p. 233, 234 TE: Week 35: Twin Power, p. 397</p>	<p>TE: Week 1: Race Day, p. 77 TE: Week 17, Cattle Caller on the Oregon Trail, p. 207, 208 TE: Week 21: China’s Treasure, p. 310 TE: Week 30: Waterworks, p. 233, 234 TE: Week 31: Who Was Benjamin Franklin? p. 267 TE: Week 35: Twin Power, p. 397</p>
<p>b) Form and use regular and irregular plural nouns.</p>	<p>TE: Week 8: Jackie’s Best Birthday Present, p. 314 TE: Week 13: Shake It Up All Around, p. 66 TE: Week 21: China’s Treasure, p. 304, 308, 314, 325 TE: Week 24: Magda the Mammoth Hunter, p. 400, 408, 410 TE: Week 30: Maddie Goes to Camp, p. 252, 253, 254, 255</p>	<p>TE: Week 8: Jackie’s Best Birthday Present, p. 314 TE: Week 12: Slam Dunk, p. 425, 426 TE: Week 21: China’s Treasure, p. 307, 308, 314 TE: Week 24: Magda the Mammoth Hunter, p. 400, 410</p>

<p>c) Use abstract nouns (e.g., childhood).</p>	<p>TE: Week 7: Why Not Try a Triathlon?, p. 264, 272, 280 TE: Week 15: Kwanzaa Celebration, p. 156, 157, 158, 159 TE: Week 21: China’s Treasure, p. 323, 324 TE: Week 26: Ninjas!, p. 98, 108, 110, 111</p>	<p>TE: Week 7: Why Not Try a Triathlon? p. 272 TE: Week 21: China’s Treasure, p. 323 TE: Week 26: Ninjas!, p. 108, 110, 112</p>
<p>d) Form and use regular and irregular verbs.</p>	<p>TE: Week 12: Slam Dunk, p. 427, 433, 434, 437 TE: Week 24: Magda the Mammoth Hunter, p. 406, 407, 421 TE: Week 24: He Ran Because He Loved to Run, p. 422, 423, 424, 425 TE: Week 30: Waterworks, p. 233, 234 TE: Week 31: Who Was Benjamin Franklin? p. 267, 279</p>	<p>TE: Week 12: Slam Dunk, p. 433, 434 TE: Week 24: Magda the Mammoth Hunter, p. 406, 407, 421 TE: Week 24: He Ran Because He Loved to Run, p. 422, 423, 424, 425 TE: Week 30: Waterworks, p. 233, 234 TE: Week 31: Who Was Benjamin Franklin? p. 267, 279</p>
<p>e) Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p>	<p>TE: Week 7: Why Not Try a Triathlon?, p. 262, 263, 264, 270, 272, 273, 276, 277, 280, 281, 282, 283 TE: Week 14: Flooded Out, p. 102, 106, 108, 110, 111 TE: Week 14: JELP, p. 125 TE: Week 24: Magda the Mammoth Hunter, p. 421 TE: Week 30: Waterworks, p. 233, 234</p>	<p>TE: Week 7: Why Not Try a Triathlon?, p. 262, 263, 264, 270, 272, 276, 282, 283 TE: Week 14: Flooded Out, p. 102, 103, 106, 107 TE: Week 30: Waterworks, p. 233, 234</p>
<p>f) Ensure subject-verb and pronoun-antecedent agreement.*</p>	<p>TE: Week 9: Deep Trouble, p. 324, 325, 326, 328, 332, 335, 336, 338, 341, 344, 345, 346, 347 TE: Week 9: The Wishing Stone, p. 350, 351 TE: Week 22: The Bike Race, p. 347 TE: Week 31: Who Was Benjamin Franklin? p. 279</p>	<p>TE: Week 9: The Wishing Stone, p. 350, 351 TE: Week 22: The Bike Race, p. 347 TE: Week 31: Who Was Benjamin Franklin? p. 279</p>

<p>g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>TE: Week 4: Gorilla Mountain, p. 187 TE: Week 9: The Wishing Stone, p. 348 TE: Week 10: Louis Braille and the Secret Alphabet, p. 362 TE: Week 13: Shake It Up All Around, p. 69, 70 TE: Week 23: The Sounds We Hear, p. 373, 374 TE: Week 25: Tididi, p. 88 TE: Week 34: Changes, p. 358</p>	<p>TE: Week 4: Gorilla Mountain, p. 187 TE: Week 23: The Sounds We Hear, p. 373, 374 TE: Week 25: Tididi, p. 88 TE: Week 34: Changes, p. 358</p>
<p>h) Use coordinating and subordinating conjunctions.</p>	<p>TE: Week 3: Hoppy, p. 143 TE: Week 8: The Scent of a Gypsy Dance, p. 297 TE: Week 16: Tracking Animals, p. 168, 169, 170, 171, 172, 173, 175, 176, 180, 181, 183, 184, 185 TE: Week 27: The Adventures of Tuffy and Keira, p. 147</p>	<p>TE: Week 3: Hoppy, p. 143 TE: Week 10: Louise Braille and the Secret Alphabet, p. 375 TE: Week 16: Tracking Animals, p. 175 TE: Week 27: The Adventures of Tuffy and Keira, p. 147</p>
<p>i) Produce simple, compound, and complex sentences.</p>	<p>TE: Week 3: Hoppy, p. 143 TE: Week 12: Slam Dunk, p. 426, 427 TE: Week 19: Deepwater Danger, p. 247 TE: Week 33: Never Give Up, p. 330, 338, 339, 344</p>	<p>TE: Week 12: Slam Dunk, p. 426 TE: Week 16: Tracking Animals, p. 175 TE: Week 20, Statues of the World, p. 283 TE: Week 33: Never Give Up, p. 330, 338, 339</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		
<p>a) Capitalize appropriate words in titles.</p>	<p>TE: Week 9: Deep Trouble, p. 343 TE: Week 14: Flooded Out, p. 109 TE: Week 21: China’s Treasure, p. 317 TE: Week 22: The Bike Race, p. 343 TE: Week 31: Who Was Benjamin Franklin?, p. 262</p>	<p>TE: Week 9: Deep Trouble, p. 343 TE: Week 14: Flooded Out, p. 109, 117 TE: Week 31: Who Was Benjamin Franklin? p. 262</p>

<p>b) Use commas in addresses.</p>	<p>TE: Week 4: Gorilla Mountain, p. 171 TE: Week 7: Why Not Try a Triathlon?, p. 267 TE: Week 21: China’s Treasure, p. 321 TE: Week 28: I Love Killer Whales, p. 179</p>	<p>TE: Week 4: Gorilla Mountain, p. 171 TE: Week 7: Why Not Try a Triathlon?, p. 267 TE: Week 28: I Love Killer Whales, p. 179</p>
<p>c) Use commas and quotation marks in dialogue.</p>	<p>TE: Week 11: The Wild Snow Dog, p. 405 TE: Week 14: Flooded Out, p. 105</p>	<p>TE: Week 7: Why Not Try a Triathlon?, p. 267 TE: Week 14: Flooded Out, p. 105</p>
<p>d) Form and use possessives.</p>	<p>TE: Week 9: Deep Trouble, p. 326 TE: Week 13: Shake It Up All Around, p. 66 TE: Week 24: He Ran Because He Loved to Run, p. 422 TE: Week 29: The Racer, p. 199, 200 TE: Week 32: Spiders in my Stomach, p. 292, 302</p>	<p>TE: Week 9: Deep Trouble, p. 326 TE: Week 14: JELP, p. 122 TE: Week 24: He Ran Because He Loved to Run, p. 422 TE: Week 32: Spiders in My Stomach, p. 292, 302</p>
<p>e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>	<p>TE: Week 6: The Sandalwood Secret, p. 252 TE: Week 15: Jason and Jake, p. 134 TE: Week 27: The Adventures of Tuffy and Keira, p. 134 TE: Week 31: Who Was Benjamin Franklin?, p. 266</p>	<p>TE: Week 6: The Sandalwood Secret, p. 252, 254 TE: Week 8: Jackie’s Best Birthday Present, p. 314, 316 TE: Week 21: China’s Treasure, p. 312 TE: Week 15: Kwanzaa Celebration, p. 156 TE: Week 27: The Adventures of Tuffy and Keira, p. 134 TE: Week 31: Who Was Benjamin Franklin? p. 266</p>

<p>f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>TE: Week 8: Jackie’s Best Birthday Present, p. 314, 316 TE: Week 12: Slam Dunk, p. 422 TE: Week 15: Jason and Jake, p. 134, 142 TE: Week 20: Statues of the World, p. 274 TE: Week 21: China’s Treasure, p. 304, 315, 316 TE: Week 24: Magda the Mammoth Hunter, p. 408 TE: Week 35: Twin Power, p. 393, 405</p>	<p>TE: Week 8: Jackie’s Best Birthday Present, p. 314, 316 TE: Week 15: Jason and Jake, p. 142 TE: Week 21: China’s Treasure, p. 315, 316 TE: Week 33: I Want to Act, p. 348</p>
<p>g) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>TE: Week 3: Hoppy, p. 147 TE: Week 5: River Running, p. 213 TE: Week 16: Tracking Animals, p. 166 TE: Week 22: The Bike Race, p. 338 TE: Week 29: The Racer, p. 213 TE: Week 32: Spiders in my Stomach, p. 309</p>	<p>TE: Week 5: River Running, p. 213 TE: Week 22: The Bike Race, p. 338 TE: Week 29: The Racer, p. 213 TE: Week 32: Spiders in My Stomach, p. 309</p>
<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>		
<p>a) Choose words and phrases for effect.*</p>	<p>TE: Week 6: Aunt Rose’s New Sports Car, p. 228, 237 TE: Week 15: Jason and Jake, p. 139 adverbs TE: Week 30: Waterworks, p. 247, 249 TE: Week 31: Who Was Benjamin Franklin?, p. 267</p>	<p>TE: Week 6: Aunt Rose’s New Sports Car, p. 237 TE: Week 15: Jason and Jake, p. 139 TE: Week 30: Waterworks, p. 247 TE: Week 31: Who Was Benjamin Franklin? p. 267</p>
<p>b) Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>TE: Week 11: The Wild Snow Dog, p. 387 TE: Week 21: China’s Treasure, p. 303</p>	<p>TE: Week 2: Granddaddy’s Season, p. 98 TE: Week 11: The Wild Snow Dog, p. 387 TE: Week 21: China’s Treasure, p. 303</p>

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning (mm) words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.		
a) Use sentence-level context as a clue to the meaning of a word or phrase.	TE: Week 1: Race Day, p. 65 TE: Week 1: Tich, p. 90 TE: Week 2: Chicago’s Burning, p. 123 TE: Week 3: Hoppy, p. 133, 140, 144 TE: Week 5: River Running, p. 198 TE: Week 20: Statues of the World, p. 273 TE: Week 27: The Adventures of Tuffy and Keira, p. 140, 144	TE: Week 1: Tich, p. 90 TE: Week 3: Hoppy, p. 140, 144 TE: Week 20: Statues of the World, p. 273 TE: Week 27: The Adventures of Tuffy and Keira, P. 140, 144
b) Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	TE: Week 3: The Circle Shell, p. 158 TE: Week 14: Flooded Out, p. 100, 103, 114 TE: Week 21: China’s Treasure, p. 310 TE: Week 22: The Bike Race, p. 349, 350 TE: Week 25: Making the Leaves Talk, p. 77, 78 TE: Week 27: The Adventures of Tuffy and Keira, p. 137, 138	TE: Week 3: The Circle Shell, p. 158 TE: Week 15: Kwanzaa Celebration, p. 156 TE: Week 25: Making the Leaves Talk, p. 77, 78 TE: Week 27: The Adventures of Tuffy and Keira, p. 137, 138
c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	TE: Week 11: The Wild Snow Dog, p. 388, 394 TE: Week 11: What I Want to Be, p. 410 TE: Week 14: Flooded Out, p. 103, 104 TE: Week 15: Kwanzaa Celebration, p. 156	TE: Week 11: What I Want to Be, p. 410 TE: Week 14: Flooded Out, p. 103, 104 TE: Week 15: Kwanzaa Celebration, p. 156

<p>d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>TE: Week 1: Tich, p. 90 TE: Week 2: Chicago’s Burning, p. 124 TE: Week 4: Gorilla Mountain, p. 173, 178 TE: Week 6: The Sandalwood Secret, p. 252, 254 TE: Week 7: Why Not Try a Triathlon?, p. 261 TE: Week 14: Flooded Out, p. 111, 112, 114 TE: Week 16: Tracking Animals, p. 178 TE: Week 32: Personal Trainer, p. 316</p>	<p>TE: Week 4: Gorilla Mountain, p. 178 TE: Week 6: The Sandalwood Secret, p. 254 TE: Week 14: Flooded Out, p. 111, 112, 114 TE: Week 16: Tracking Animals, p. 178 TE: Week 32: Personal Trainer, p. 316</p>
<p>5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>		
<p>a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p>TE: Week 8: The Scent of a Gypsy Dance, p. 291, 294, 303 TE: Week 13: Shake It Up All Around, p. 65, 72, 80 TE: Week 24: Magda the Mammoth Hunter, p. 406 TE: Week 24: He Ran Because He Loved to Run, p. 424 TE: Week 31: Who Was Benjamin Franklin?, p. 273</p>	<p>TE: Week 8: The Scent of a Gypsy Dance, p. 294, 303 TE: Week 13: Shake It Up All Around, p.79, 80 TE: Week 24: Magda the Mammoth Hunter, p. 406 TE: Week 31: Who Was Benjamin Franklin? p. 273</p>
<p>b) Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>	<p>TE: Week 10: Louis Braille and the Secret Dictionary, p. 360 TE: Week 17: Cattle Caller on the Oregon Trail, p. 198, 201 TE: Week 28: I Love Killer Whales, p. 168</p>	<p>TE: Week 10: Louis Braille and the Secret Alphabet, p. 360 TE: Week 17: Cattle Caller on the Oregon Trail, p. 198, 201 TE: Week 23: The Sounds We Hear, p. 372 TE: Week 28: I Love Killer Whales, p. 168</p>
<p>c) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p>TE: Week 4: Gorilla Mountain, p. 173 TE: Week 29: Danger on Copper Mountain, p. 219</p>	<p>TE: Week 1: Race Day, p. 77 TE: Week 4: Gorilla Mountain, p. 173 TE: Week 29: Danger on Copper Mountain, p. 219</p>

<p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>TE: Week 1: Race Day, p. 64, 65, 66, 68, 72, 73, 75, 76, 77, 78, 79, 80, 81, 82, 84, 85, 86 TE: Week 1: Tich, p. 88, 89, 90 TE: Week 13: Erik the Viking Raider, p. 88, 90, 91 TE: Week 22: Katrina, p. 360, 361, 362, 363 TE: Week 29: Danger on Copper Mountain, p. 218, 219, 220, 221</p>	<p>TE: Week 1: Race Day, p. 68, 72, 73, 76, 77, 78, 80 TE: Week 13: Erik the Viking Raider, p. 88, 89, 90, 91 TE: Week 22: Katrina, p. 360, 361, 362, 363 TE: Week 29: Danger on Copper Mountain, p. 218, 219, 220, 221</p>
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* Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk.